

Stiles Point Elementary

883 Mikell Drive
Charleston, SC 29412

Grades	PK-5 Elementary School	
Enrollment	544 Students	
Principal	Stephen D. Burger	843-762-2767
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	843-760-2635

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	20	2	1	0

IMPROVEMENT RATING

EXCELLENT

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004	Excellent	Average	Yes
2005	Excellent	Excellent	Yes

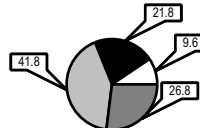
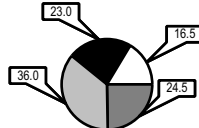
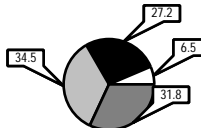
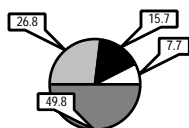
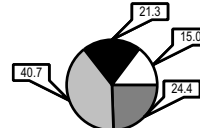
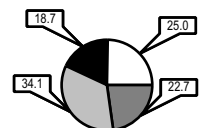
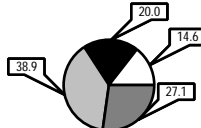
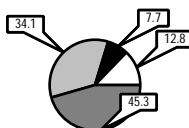
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	281	100.0	8.7	26.5	49.2	15.5	73.1	Yes	Yes
Gender									
Male	137	100.0	10.1	31.0	42.6	16.3	64.3		
Female	144	100.0	7.4	22.2	55.6	14.8	81.5		
Racial/Ethnic Group									
White	219	100.0	4.7	20.9	56.4	18.0	81.0	Yes	Yes
African American	55	100.0	25.0	52.1	20.8	2.1	39.6	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	250	100.0	5.9	24.5	53.2	16.5	78.5		
Disabled	31	100.0	33.3	44.4	14.8	7.4	25.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	281	100.0	8.7	26.5	49.2	15.5	73.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	281	100.0	8.7	26.5	49.2	15.5	73.1		
Socio-Economic Status									
Subsidized meals	68	100.0	20.3	45.8	28.8	5.1	47.5	Yes	Yes
Full-pay meals	213	100.0	5.4	21.0	55.1	18.5	80.5		

Mathematics – State Performance Objective = 36.7%									
All Students	281	100.0	6.8	34.5	31.8	26.9	71.6	Yes	Yes
Gender									
Male	137	100.0	6.2	34.9	24.8	34.1	71.3		
Female	144	100.0	7.4	34.1	38.5	20.0	71.9		
Racial/Ethnic Group									
White	219	100.0	3.3	28.0	36.5	32.2	81.0	Yes	Yes
African American	55	100.0	20.8	64.6	12.5	2.1	31.3	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	250	100.0	3.8	32.9	34.6	28.7	76.8		
Disabled	31	100.0	33.3	48.1	7.4	11.1	25.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	281	100.0	6.8	34.5	31.8	26.9	71.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	281	100.0	6.8	34.5	31.8	26.9	71.6		
Socio-Economic Status									
Subsidized meals	68	100.0	18.6	59.3	15.3	6.8	39.0	Yes	Yes
Full-pay meals	213	100.0	3.4	27.3	36.6	32.7	81.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	281	100.0	17.4	35.6	24.2	22.7	47.0
Gender							
Male	137	100.0	16.3	33.3	20.9	29.5	50.4
Female	144	100.0	18.5	37.8	27.4	16.3	43.7
Racial/Ethnic Group							
White	219	100.0	11.4	32.7	28.4	27.5	55.9
African American	55	100.0	43.8	47.9	6.3	2.1	8.3
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	250	100.0	13.5	36.3	25.3	24.9	50.2
Disabled	31	100.0	51.9	29.6	14.8	3.7	18.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	281	100.0	17.4	35.6	24.2	22.7	47.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	281	100.0	17.4	35.6	24.2	22.7	47.0
Socio-Economic Status							
Subsidized meals	68	100.0	40.7	42.4	11.9	5.1	16.9
Full-pay meals	213	100.0	10.7	33.7	27.8	27.8	55.6

Social Studies							
All Students	281	100.0	9.8	42.0	26.5	21.6	48.1
Gender							
Male	137	100.0	11.6	38.0	24.0	26.4	50.4
Female	144	100.0	8.1	45.9	28.9	17.0	45.9
Racial/Ethnic Group							
White	219	100.0	5.2	38.9	29.9	26.1	55.9
African American	55	100.0	29.2	56.3	10.4	4.2	14.6
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	250	100.0	6.3	42.2	28.7	22.8	51.5
Disabled	31	100.0	40.7	40.7	7.4	11.1	18.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	281	100.0	9.8	42.0	26.5	21.6	48.1
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	281	100.0	9.8	42.0	26.5	21.6	48.1
Socio-Economic Status							
Subsidized meals	68	100.0	27.1	52.5	11.9	8.5	20.3
Full-pay meals	213	100.0	4.9	39.0	30.7	25.4	56.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	81	100.0	7.5	16.3	52.5	23.8	76.3
	4	83	100.0	1.2	37.8	56.1	4.9	61.0
	5	121	100.0	15.5	50.9	33.6	N/A	33.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	96	100.0	3.3	15.6	51.1	30.0	81.1
	4	89	100.0	7.1	34.1	51.8	7.1	58.8
	5	96	100.0	12.8	31.4	46.5	9.3	55.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	81	100.0	6.3	42.5	32.5	18.8	51.3
	4	83	100.0	9.8	36.6	28.0	25.6	53.7
	5	121	100.0	21.6	37.9	24.1	16.4	40.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	96	100.0	4.4	32.2	35.6	27.8	63.3
	4	89	100.0	4.7	37.6	38.8	18.8	57.6
	5	96	100.0	10.5	33.7	20.9	34.9	55.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	96	100.0	10.0	44.4	28.9	16.7	45.6
	4	89	100.0	14.1	38.8	28.2	18.8	47.1
	5	96	100.0	25.6	24.4	16.3	33.7	50.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	96	100.0	10.0	42.2	33.3	14.4	47.8
	4	89	100.0	7.1	36.5	34.1	22.4	56.5
	5	96	100.0	11.6	46.5	12.8	29.1	41.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 544)				
First graders who attended full-day kindergarten	98.9%	Up from 95.7%	99.5%	100.0%
Retention rate	3.4%	Down from 5.0%	1.6%	3.0%
Attendance rate	96.3%	Down from 96.4%	97.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.6%	Down from 8.1%	2.4%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.6%	Down from 7.8%	1.8%	3.2%
Eligible for gifted and talented	33.6%	Down from 36.4%	23.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.5%	Down from 8.8%	6.4%	8.2%
Older than usual for grade	0.7%	Down from 1.3%	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.1%	0.0%	0.0%
Teachers (n= 37)				
Teachers with advanced degrees	56.8%	No change	52.9%	52.6%
Continuing contract teachers	94.6%	Up from 89.2%	85.7%	83.3%
Highly qualified teachers	94.3%	Up from 90.9%	93.4%	93.5%
Teachers with emergency or provisional certificates	2.7%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	87.7%	Up from 84.8%	87.7%	87.0%
Teacher attendance rate	95.2%	Up from 94.7%	95.3%	95.0%
Average teacher salary	\$45,844	Up 3.1%	\$42,969	\$41,703
Prof. development days/teacher	18.0 days	Up from 16.9 days	12.1 days	12.8 days
School				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Up from 19.1 to 1	20.3 to 1	18.8 to 1
Prime instructional time	91.0%	Up from 90.1%	91.2%	89.8%
Dollars spent per pupil*	\$5,567	Down 2.8%	\$5,687	\$6,242
Percent of expenditures for teacher salaries*	74.5%	Up from 72.5%	67.6%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Stiles Point Elementary is a neighborhood school featuring an experienced staff with a supportive community, an involved PTA, and eager volunteers. We have high expectations and excellent academic and citizenship programs. We have achieved many awards (e.g., The Community of Readers Award, Exemplary Writing Award, Charleston County Recycling Award, etc.). But we face many challenges ahead as we develop students' academic and citizenship proficiencies as related to the state standards. We are developing our math program to support students' problem-solving strategies in context, use of manipulatives and technology, and increasing their PACT English language arts, math, science, and social studies achievement levels. There are now higher expectations about what is taught and when it is taught (e.g., what was taught only in first grade is now taught in kindergarten). Students and parents must realize that studying at home is part of the educational system. Teachers are expected to work together to plan, implement, teach, and assess the students by using a coherent curriculum with the state standards.

Expectations continue to increase with the implementation of state standards in all subjects. The push for more one-on-one instruction by the teachers (reduced class size) is definitely impacting the school. Our teachers are expected to teach more, with greater variety, and with higher-level thinking skills. With the implementation of Measures of Academic Progress (MAP) in grades 2-5, the teachers received immediate feedback about the needs of the students. This feedback allowed the teachers to plan remediation and/or enrichment activities for the students. The education of our children still remains our highest priority.

One of our most daunting challenges is funding, or specifically, the lack of it to support instruction for our students and the implementation of state standards. We continuously need to upgrade our curriculum materials and technology (we received 63 new computers in a two year time span). We must meet the continuing challenge to provide the best instruction and materials for our future leaders of a competitive global economy.

Stephen D. Burger, Principal
Martha Agee, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	36	82	71
Percent satisfied with learning environment	100.0%	93.9%	94.4%
Percent satisfied with social and physical environment	94.1%	91.5%	93.0%
Percent satisfied with school-home relations	100.0%	93.9%	80.3%

*Only students at the highest elementary school grade level at this school and their parents were included.